

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID Place date stamp here
Grant Period:	August 1, 2018 – July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:42 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Boys & Girls Clubs of Greater Houston		30113257601		N/A
Vendor ID #	ESC Region #			DUNS #
30113257601	4			027056340
Mailing address		City	State	ZIP Code
815 Crosby Street		Houston	TX	77019-3054
Primary Contact				
First name	M.I.	Last name	Title	
Zenae	S.	Campbell	VP, Program Svcs/Operations	
Telephone #	Email address		FAX #	
713-400-2940	ZCampbell@bgcqh.org		281-200-0650	
Secondary Contact				
First name	M.I.	Last name	Title	
Kevin	R.	Hattery	President & CEO	
Telephone #	Email address		FAX #	
713-400-2942	KHattery@bgcqh.org		281-200-0650	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency, will form a binding agreement.

Authorized Official:

First name Kevin	M.I. R.	Last name Hattery	Title President & CEO
Telephone # 713-400-2942	Email address KHattery@bgcqh.org		FAX # 281-200-0650

Signature (blue ink preferred)

Date signed

Kevin R Hattery

APRIL 26, 2018

Only the legally responsible party may sign this application.

701-18-111-044

Schedule #1—General Information

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	N/A	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
---	----------------------------	--	------------------------------------	----------------

Member Districts

9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Boys & Girls Clubs of Greater Houston (BGCGH), in partnership with Spring Branch Independent School District (SBISD), is applying for a 21st Century Community Learning Center Texas ACE grant to advance our shared mission: *To inspire and enable all youth, especially those with the greatest needs, to realize their full potential as productive, responsible and caring citizens.* Both partners followed a collaborative process to design the ACE programs based on a comprehensive needs assessment of five, high-need Title I schools: Spring Oaks MS, Treasure Forest EL, Woodview EL, Westwood EL, and Spring Branch EL. This application was designed to meet all of the Statutory Requirements (SR) and TEA Program Requirements (PR).

Through this grant, BGCGH intends to serve students who face a myriad of academic risk factors including high-poverty, underperforming schools, language barriers, low parent engagement, and lack of access to out-of-school time programs. The proposed ACE program will impact the stated program objectives (SR:3) through: 1) research-based targeted academic support to all participants, particularly to high-need and LEP/ELL students, leading to improved academic performance (SR: 5), and grade promotion; 2) engaging, research-based social-emotional learning (SEL) programming to help drive improvements in attendance and positive behavior; and 3) research-based parent engagement strategies to support student academic performance at home. The objectives of the proposed ACE program are aligned to the district and campus goals of increasing student achievement, particularly among ELL and LEP students, while providing a nurturing learning environment, and creating a culture of high expectations for all students.

A comprehensive needs assessment was conducted through a collaborative process where BGCGH led the analysis of student- and community-level data and SBISD conducted a student and family needs survey (SR:1). The needs assessment was validated by informal conversations with school leadership and community partners. It was determined that this process would help improve the district's future surveys to secure responses from parents of ELL students.

All target schools are underperforming and currently categorized as Improvement Required, and Spring Oaks MS, Treasure Forest EL, and Woodview EL are currently listed as Priority Schools. Demographic data shows that on average, 85% of students enrolled at the five target schools are considered at-risk, 88% are economically disadvantaged (2016-17 TAPR), 90% are Hispanic, and 66% are English Language Learners. In response to these challenges, BGCGH has tailored its proven Positive Youth Development (PYD) model by embedding a tiered academic support approach which provides teacher-led tutoring and literacy activities to struggling students, with a focus on ELL and LEP students. BGCGH's YDP model is grounded in five research-based components (as evidenced in SR: 4): a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement (Mannes, M., Lewis, S., & Streit, K., 2005).

The proposed ACE centers will be managed by a full-time Project Director (PD), who will oversee program implementation, continuous improvement, community communications (SR:6) and sustainability of the centers. The PD will supervise, monitor and support the work of the Site Coordinators and Family Engagement Specialist and will review operations and progress towards project objectives. Executive oversight of the ACE programs will be provided in-kind by BGCGH's VP of Program Services & Operations who brings more than 10 years of experience in afterschool program management, evaluation and youth development expertise. The evaluation of the ACE programs will be led by a third-party independent evaluator using formative and summative assessments (PR:3).

The budgeting process of this application was informed by the needs of students and families at the proposed target schools. BGCGH and SBISD determined the total number of regular students to be served at each site by analyzing student academic data, school enrollment and demographic information. We developed the staffing structure at both the grantee- and center-level following the RFP guidelines and an adult-to-student ratio of 1:20 (PR:2). Our budget process also helped identify opportunities to coordinate and supplement local, state and federal programs and resources (SR:9) including the commitment from SBISD to provide for the necessary transportation of students (SR: 7).

BGCGH is committed to achieving the goals of this grant and will work together with the Advisory Councils and SBISD's Board of Trustees to sustain the ACE programs beyond the grant period. To achieve this goal, we have developed a preliminary sustainability plan (SR:10) focused on: 1) strengthening community partnerships, 2) securing private funding to offset program costs, and 3) coordinating local resources to supplement existing programs and services and by continuing to offer volunteer opportunities (SR:8).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-District Number or Vendor ID: 30113257601			Amendment # (for amendments only): N/A		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$700,518.30	\$0.00	\$700,518.30
Schedule #8	Professional and Contracted Services (6200)	6200	\$75,000.00	\$10,000.00	\$85,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$24,985.21	\$0.00	\$24,985.21
Schedule #10	Other Operating Costs (6400)	6400	\$14,496.50	\$0.00	\$14,496.50
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0.00	\$0.00
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$815,000.00	\$10,000.00	\$825,000.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$0.00	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$815,000.00	\$10,000.00	\$825,000.00
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$825,000.00
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$41,250.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-District Number or Vendor ID: 30113257601

Amendment # (for amendments only): N/A

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			\$0
3	Tutor			\$0
Program Management and Administration				
4	Project Director (required)	1		\$60,000.00
5	Site Coordinator (required)	5		\$207,000.00
6	Family Engagement Specialist (required)	0.5		\$25,000.00
7	Secretary/administrative assistant			\$0
8	Data entry clerk			\$0
9	Grant accountant/bookkeeper			\$0
10	Evaluator/evaluation specialist			\$0
Auxiliary				
11	Counselor			\$0
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Youth Development Specialists	24		\$253,440.00
20	Membership Coordinators (part-time)	5		\$58,817.00
21	Title			\$
22	Subtotal employee costs:			\$604,257.00
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$96,261.30
27	Subtotal substitute, extra-duty, benefits costs			\$96,261.30
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$700,518.30

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-District Number or Vendor ID: 30113257601		Amendment # (for amendments only): N/A
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$85,000.00
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Teachers: 4 part-time teachers will provide support academic support activities at each site. Calculation: 4 teachers @ \$25/hr x 5/hr per week x 30/wks x 5 sites	\$75,000.00
2	Independent Evaluation: Working Partner LLC will be contracted to provide the third-party evaluation at a negotiated rate of \$2,000 per site. Calculation: \$2,000 evaluation cost per center x 5 centers	\$10,000.00
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0.00
(Sum of lines a, b, and c) Grand total		\$85,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 30113257601		Amendment # (for amendments only): N/A
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$24,985.21
	Office supplies for Project Director (paper, ink cartridges, and other consumables) budgeted at \$500.	
	Parent engagement supplies for the Family Engagement Specialist (materials for parent nights, office supplies to be used for marketing/communications purposes, activity sheets, sign-in sheets, etc.) budgeted at \$500.	
	Office supplies for each Site Coordinator (paper, ink cartridges, and other consumables). Calculation: \$500.00 per center x 5 centers = \$2,500.	
	BookNook tablets and applications to support literacy activities. Calculation: \$2,000 per center x 5 centers = \$10,000.	
	Program supplies to support the ACE center activities (DIY STEM kits, Positive Action curricula, colored pencils, markers, crayons, paint, glue, paper, whiteboard, erasers, games, craft supplies). Calculation: \$2,297.04 per center x 5 centers = \$11,485.21	
Grand total:		\$24,985.21

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 30113257601		Amendment # (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000.00
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		
<p>Travel for Project Director to attend two project director meetings in Austin in early fall and January. Calculation: Mileage is 350 miles RT at .53 per mile plus \$59 per day for meals & incidentals x 2 trips = \$489</p> <p>Travel for the Project Director and Family Engagement Specialist or Site Coordinator (depending on the topic) to attend two regional meetings. Calculation: Mileage is 350 miles RT at .53 per mile plus \$59 per day for meals & incidentals x 2 trips x 2 staff = \$978</p> <p>Travel for the Project Director to attend one national Out of School Time Conference. Since this would be the first time BGCCH would receive a 21st CCL award, we believe it would bring value for the Project Director to attend at least one national conference. Calculation: Lodging for 2 nights @ \$201/night + airfare (\$400) + \$93 per diem for 2.5 days = \$1,034.50</p> <p>Travel for Site Coordinators to attend two regional trainings to be held in Austin. Calculation: Mileage is 350 miles RT at .53 per mile plus \$59 per day for meals & incidentals x 2 trips x 5 SCs = \$2,445</p> <p>Travel for instructional staff to attend 2 trainings per year. Calculated at \$455 per training x 2 trainings x 5 clubs = \$4,550.00</p>		\$9,496.50
Grand total:		\$14,496.50

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 30113257601			Amendment # (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan					
County-District Number or Vendor ID: 30113257601				Amendment # (for amendments only): N/A	
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Qualified candidate will possess a bachelor's in education or related field (M.A. preferred); strong communications, public relations and interpersonal skills; strong organization and time management skills; at least three years of experience working with youth (preferably in Title 1 settings); experience supervising small to medium teams; experience in fiscal/budget management; and competence in program development, implementation and evaluation.			
2.	Site Coordinator(s)	Qualified candidates will possess a bachelor's in education or related field (M.A. preferred); bilingual skills in English-Spanish preferred; ability to plan and implement TEKS-aligned activities; strong organization and time management skills; experience supervising small teams and working on similar initiatives; experience with or knowledge of data monitoring and collection systems.			
3.	Family Engagement Specialist	Qualified candidate will possess an associate's degree in education or related field (B.A. preferred); must be able to work flexible hours, including evenings; bilingual skills in English-Spanish; experience working with families that have diverse cultures and economic backgrounds; and experience working in educational, social service, or family support service settings.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Improve Academic Performance	1.	Ensure program alignment with school curricula	08/01/2018	09/31/2018
		2.	Identify students most at-risk for school failure	08/01/2018	09/31/2018
		3.	Identify students with LEP/ELL needs	08/01/2018	09/31/2018
		4.	Targeted literacy support for high-need students	08/01/2018	07/31/2019
		5.	TEKS-aligned academic support for all students	08/01/2018	07/31/2019
2.	Improve Attendance	1.	Recruit student participants for the ACE centers	08/01/2018	09/31/2018
		2.	Train program staff on youth engagement strategies	08/01/2018	09/31/2018
		3.	Implement high yield learning activities	08/01/2018	07/31/2019
		4.	Deliver parent education on behavioral support	09/04/2018	07/01/2019
		5.	Solicit youth input and adjust activities as needed	08/01/2018	07/01/2019
3.	Improve Positive Behavior	1.	Train program staff on SEL and PYD strategies	08/01/2018	08/31/2018
		2.	Implement SEL program activities	08/01/2018	07/01/2019
		3.	Implement Triple Play health and wellness activities	08/01/2018	07/01/2019
		4.	Assess student interests for field trip options	08/16/2018	10/01/2018
		5.	Begin monthly youth recognition program	08/16/2018	07/01/2019
4.	Improve Grade Promotion Rates	1.	Deliver targeted tutorials for core subject areas	08/16/2018	07/01/2019
		2.	Deliver tailored programming for LEP/ELL students	08/16/2018	07/01/2019
		3.	Recruit high need students for summer learning	05/01/2019	05/31/2019
		4.	Implement summer learning program	06/04/2019	07/05/2019
		5.	Assess student data and update parents regularly	10/01/2018	07/01/2019
5.	Improve Parent Engagement	1.	Coordinate parent engagement with district-level strategy	08/01/2018	09/31/2018
		2.	Recruit families for the parent engagement activities	08/01/2018	09/31/2018
		3.	Implement Latino Family Literacy Project	09/04/2018	07/01/2019
		4.	Implement Parent University program activities	09/04/2018	07/01/2019
		5.	Solicit parent input and adjust activities as needed	10/01/2018	07/01/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Boys & Girls Clubs of Greater Houston (BGCGH) worked with Spring Branch Independent School District (SBISD) to conduct a thorough needs assessment consisting of school- and community-level data including: a student needs survey conducted by SBISD in the fall of 2017, objective analysis of 2016-2017 Texas Academic Performance Reports (TAPR), School Improvement Plans, census demographic data, and crime statistics. As a result of this robust assessment, we have designed the proposed ACE centers to address the following three overarching needs.

Academic Need: Four of the five target SBISD campuses have an Improvement Required 2017 Accountability Rating: Spring Branch EL (Y1), Treasure Forest EL (Y3), Westwood EL (Y1), and Woodview EL (Y3). Spring Oaks MS, Treasure Forest EL, and Woodview EL are also identified as Priority Schools (IR/Safeguards). On average, 85% of students enrolled at the five target schools are considered at-risk and 88% are economically disadvantaged (2016-17 TAPR). The mobility rate is an average of 23%. The schools also serve an average of 90% Hispanic students and 66% English Language Learners (ELL), making enhancement of language skills a priority. STAAR data from 2016-17 School Report Cards shows that nearly half of students are falling behind falling behind the state proficient rate of 79% for elementary and 75% for middle school students.

% Approaching Grade Level or Above (All Grades)	Spring Branch EL	Spring Oaks MS	Treasure Forest EL	Westwood EL	Woodview EL
All Subjects/All Students	51%	58%	50%	56%	49%
Econ Disadv	50%	55%	49%	56%	47%
ELL Students	46%	37%	47%	52%	45%

The SBISD graduation rate among ELL students is 65.4% and 84.4% among economically disadvantaged students, significantly lower than the district-wide rate of 89.9%. The survey also states that parents cannot afford to provide their children with fee-based tutoring or afterschool programs. In response to these challenges, SBISD launched a Catalyst project at Spring Branch EL, Treasure Forest EL, Woodview ES and Westwood EL to redesign each school's support systems, however, a gap still remains in providing rich learning opportunities during the afterschool hours as none of the proposed ACE centers currently offer out-of-school time programs for students.

Social Emotional Needs (SEL): The selected ACE center sites are located in high-poverty, underserved pockets of the Greater Houston area, which is still recovering from the devastating impact of Hurricane Harvey, the most damaging natural disaster in the state's history. Crime is also a factor in the target communities. According to Harris County Sheriff's Office, there were 812 violent crimes and 1,365 property crimes reported near the target school communities in 2017. While attendance rates hover around 96%, survey results show that students are in distress, disengaged and are acting out as a result. Teachers report that students are disrespectful to their parents and see the need for student mentoring, character education, social-emotional support, and positive reinforcement. Although SBISD has implemented school-wide SEL strategies and has established a partnership with Communities in Schools to provide case management support, students need positive environments that offer a safe haven from crime afterschool.

Family and Parent Needs: In all communities to be served, parents have low levels of education and/or lack English skills. U.S. Census data (2015) shows that on average, 28.2% of adult residents hold a bachelor's degree and 73% are high school graduates. Among the Hispanic population, only 8% of adults hold a bachelor's degree and 51.5% a high school diploma or equivalent. As a result, parents are often unable to assist their children academically, and discomfort makes them less likely to participate in school activities. There are also a high number of students living in single-parent working families. More than 33% of Harris county children live in single-parent families, compared to state rate of 30%. While the school district is currently implementing a comprehensive parent engagement strategy, there are gaps in providing support to working parents, particularly among Hispanic and LEP households.

Addressing Academic Need: In response to the needs assessment, BGCGH has tailored its tested model to meet the needs of struggling students with additional literacy support and tutoring activities. The proposed ACE center academic objectives also include a focus on ELL and LEP students.

Addressing SE Need: As a result of the needs assessment, the proposed ACE centers include SEL-aligned programming, mentoring, service learning, evidence-based behavior improvement strategies.

Addressing Family and Parent Need, including the needs of working families: The ACE center program accommodates to the schedules of working parents by remaining open during the summer. To serve the large number of Spanish-speaking parents, the ACE centers will implement a Latino Family Literacy Program and will hire bilingual staff.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

For the purposes of this application, BGCGH has entered into a joint application partnership with Spring Branch ISD (SBISD). The roles and responsibilities of this partnership are provided below, as well as being documented in a Memorandum of Understanding between the two entities:

- BGCGH will hire and supervise program staff and provide high-quality, research-based afterschool and summer learning programming tailored to meet the needs of students and families participating in the ACE centers. BGCGH will also contribute to the center's operations through funding for: in-kind executive oversight of the programs, office space for the Program Director and Family Engagement Specialist, and staff background checks.
- SBISD will provide a designated space for the on-site ACE centers and will contribute directly to the centers' operations via funding for: buses to transport students; liaison staff; computers and the Internet; furniture; janitorial; landscaping; maintenance and repairs; phones and communications; security; and utilities.
- BGCGH and SBISD will work closely to develop and maintain systems for communication, data-sharing, joint planning, and assessment, particularly as it relates to the success of academic program components and continuous improvement. In addition, BGCGH will work in coordination with SBISD's Board of Trustees and Community Relations and Grants Department, and with the program's Advisory Council, to develop and implement a long-term sustainability plan. SBISD's Board of Trustees have signed a letter of support for long term sustainability as part of this application.

The partnership between BGCGH and SBISD will assist in achieving project objectives, and will significantly increase the quality and scope of programming BGCGH is able to offer, as follows:

- 545 students and their families will receive services at 5 new ACE centers.
- Collaboration between SBISD, school day staff, and BGCGH staff will enable curriculum alignment and highly targeted academic support to all participants, particularly to high-need and LEP/ELL students, leading to improved academic performance.
- Coordination of SEL strategies between SBISD and BGCGH, along with integration of teacher input into engaging learning activities, will drive improvements in attendance and positive behavior.
- Information-sharing, data assessment, and joint planning processes will enable the linkage of at-risk students to appropriate supports, interventions and activities, as well as guide parent engagement strategies, resulting in more students staying on track for grade promotion.

The BGCGH and SBISD partnership will build upon years of experience working together to further one common mission: *To inspire and enable all youth, especially those with the greatest needs, to realize their full potential as productive, responsible and caring citizens.* A recent example of our partnership includes a 2014 "shared space" program implemented at several elementary schools to increase student participation, eliminate transportation barriers, and boost academic performance. Lessons learned from this program will help strengthen the data sharing protocols for the proposed ACE centers. BGCGH is working closely with SBISD to build on the existing parent and community ties at target schools to form Advisory Councils, which will provide advice on programmatic improvements, support sustainability efforts, and provide hands-on involvement in program activities to ensure that programs operate beyond the grant period.

BGCGH plays a 'convener role' among non-profit partners serving SBISD. Specifically, the following organizations will play important roles at the proposed ACE centers: Houston Food Bank will operate the Kid's Café daily food service program; Communities in Schools will provide case management and direct social services to high-need students; and NASA will provide intensive STEAM education during the summer program, among other partners listed on Schedule 16, SR: 10. One of our proposed ACE centers (serving Treasure Forest EL) will be housed at The Women's Home facility, which is located within close walking distance from the school, strengthening community-school ties. BGCGH's broad community support has resulted in high-quality out-of-school time programming and will bring a strong record of success and knowledge of best practices to the proposed ACE centers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed ACE program model consists of three research-based strategies – academic support, positive behavioral support, and parent engagement – which are designed to impact the following objectives and performance measures:
Objective 1: 70% of ADA participants will show improved academic achievement (emphasis on ELL/LEP), as measured by core course report grades and STAAR assessments.

Objective 2: 90% of ADA participants will show improvement in school attendance, as measured by attendance records.

Objective 3: 70% of ADA participants will show improvement in social skills and positive behavior, as measured by discipline referrals and pre- to post- teacher surveys.

Objective 4: 85% of ADA participants will be promoted to the next grade level, as measured by school advancement data.

Objective 5: 40% of families of program participants will demonstrate understanding of soft skills to support their child's education, as measured by pre- to post- parent surveys.

Academic Support (Objectives 1, 4 and 5):

BGCGH's academic support strategy is underpinned by three BGCA research-based programs, which are specifically focused on areas of need and aligned with Texas Essential Knowledge and Skills (TEKS): Project Learn: High-yield learning activities (HYLAs), Power Hour (homework help), and Summer Brain Gain (summer learning program). Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of- school time that youth spend engaged in high-yield learning activities (2002). Research shows that a daily habit of homework completion has a positive impact on student grades (Schinke, Columbia University, 2000). To mitigate summer learning loss, ACE centers will offer Summer Brain Gain, which is modeled on research of the most effective types of youth development and out-of- school-time programs (Scuello, M. & Wilkens, D., 2015). Furthermore, BGCGH will implement a multi-tiered approach to improve academic success, which provides targeted academic support to students according to their skill level using STAAR benchmark data, through small group or on-on-one interventions to students from certified teachers. Our academic support strategies also include the use of educational technologies, such as BookNook and STEM project-based learning opportunities.

Positive Behavioral Support (Objectives 2, 3): Positive youth development (PYD), as implemented by BGC, is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement. (Mannes, M., Lewis, S., & Streit, K., 2005). Students will participate in BGCGH's mentoring program, which is guided by the National Mentoring Partnership's research-informed *Elements of Effective Practice for Mentoring™* Fourth Edition (2015) and service learning projects. The mentoring program will be further complemented by weekly Positive Action lessons that empower students to identify and choose actions that help them achieve their goals. The Positive Action program has been evaluated extensively, demonstrating positive outcomes in academic achievement, behavior, and family cohesion (What Works Clearinghouse, 2007). The proposed ACE programs are also aligned to the CASEL's (Collaborative for Academic, Social, and Emotional Learning) evidence-based SEL framework, which promotes self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. SBISD is heavily invested in SEL programming and BGCGH has implemented SEL-aligned programs for more than two years.

Parent Engagement (Objective 5): Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school (Topor, D. & et al, 2010). To increase parent participation for student support, each ACE center will operate BGCGH's Parent University (Parent U) program. The goal of Parent U is to provide an environment that supports parent and family positive growth, engagement and empowerment. Within Parent U, parents will become more engaged in their child's education. Parents are empowered through training that helps them gain confidence in advocating for their children at school and gives them increased confidence to participate in school activities. Other empowerment activities will teach parents skills to build personal competencies, such as economic self-sufficiency (e.g., tax preparation support, job search training, and resume preparation). Families are also provided with access to a range of educational opportunities at the ACE centers and through community partners as well as the on-line BGC Parent U site. To ensure the ACE programs are culturally responsive, the programs will include Latino Family Literacy Project activities, such as family literacy nights, so that Spanish-speaking parents develop literacy skills alongside their children. This research-based program provides activities and training through which staff, teachers and other school staff learn best practices for building literacy levels.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCGH has a strong record of success and is recognized as a best practice afterschool model in Greater Houston. In 2016, 89% percent of our middle school youth received better grades and 67% have better homework completion. With regular attendance, participants also showed increased levels of school effort, academic confidence, integrity, and future connectedness and are less likely to engage in risky behaviors such as aggression, carrying a weapon, and use of alcohol, tobacco and illegal drugs. A study conducted by the University of Houston College of Education, Institute for Education Policy Research and Evaluation cited BGCGH as one of six exemplary Houston-area out-of-school-time practitioners (*Best Practices in Out-Of-School Programming in Harris County: A Case Study of Enrich Partner Site Summer and After-School Programming, 2015*). The following best practices will be implemented as part of our proposed ACE center programs:

Evidence-based instruction: BGCGH implements a strong theory of change and logic model that ensures programming is meaningful, intentional and targeted to meet clear goals and outcomes – a clear component of numerous studies examining the features of quality afterschool programs. BGCGH employs effective methods and instructional strategies based on scientific based research geared to strengthen the core academic program, such as project-based learning, service learning, and active learning strategies aimed to engage student interest in learning, as described under SR5, Schedule #16.

School-day alignment: BGCGH will work closely with schools to identify and support each school's goals, objectives and culture in afterschool programming to develop a seamless transition from school-day curriculum to afterschool activities. To achieve this, and to ensure activities support mastery of TEKS, each Site Coordinator (SC) will be integrated in each school's team. SCs will attend the school's regularly scheduled curriculum and data inquiry team meetings, that will include structured discussion about curriculum and assessment outcomes. BGCGH will also utilize curricula that is aligned with TEKS that reinforces school-day learning objectives, strengthening the knowledge and the skills children need to perform better academically and on state standardized tests. SCs and teachers will have shared access to student scores, assignments, attendance, and progress. SCs will work with teachers to identify students who are at risk of failing subjects to direct tutoring sessions to the areas of greatest academic need. This ensures a strong linkage between the instructional day, and the academic support and SEL activities provided during out-of-school-time.

Periodic evaluation and continuous improvement: Research has found that programs implementing ongoing evaluation and improvement efforts have seen positive results. BGCGH utilizes the Weikart Center's research-based quality improvement system, which allows us to set meaningful improvement goals based on data, enact or modify practices, and create powerful learning environments for youth. BGCGH has established the processes to ensure highly-effective, high-quality programming and continuous improvement through a three-part system. First, BGCGH senior leadership will meet weekly with the Project Director to discuss progress towards program objectives, address program design and delivery adjustments based on data and feedback on the needs of youth, families and staff, which allows for rapid – week-to-week – cycle of improvement. Second, the ACE centers will use the Youth Program Quality Intervention (YPQI), a comprehensive system for improving program quality, built around the research-validated Youth Program Quality Assessment (YPQA). Third, as part of this application, we have established Advisory Councils who will meet quarterly to review progress towards program objectives, activities, and work to sustain the program in the long-term.

Hiring and training quality staff: Studies of afterschool programs link the ability of a program to positively impact student outcomes with the capabilities of program staff. BGCGH places a high priority on staff retention, training, and professional development for center staff is ongoing. On-site training in program models, positive youth development and safety may be provided on days when school teachers are in district training. All staff are required to complete courses on the BGCA intranet and online Leadership University. These include: development of core competencies and skills essential to success in a BGC organization; understanding of how Clubs impact youth and communities; utilization of available resources and tools to strengthen services to members; and application of the Boys & Girls Clubs Way standard business practices to assure public trust. Distance learning courses at the YDP level are: CORE: An Orientation to the Boys & Girls Club Movement; Orientation to the Outcome Driven Club Experience; Developmental Characteristics of Youth; Providing Informal Guidance & Discipline Techniques; and Child Safety. Staff at each site also are provided with training on implementation of specific BGC program models and strategies, including mentoring, Triple Play, Positive Action, SEL approaches, health education and youth leadership skills and YPQA. The Program Director's center visits provide an opportunity for on-site demonstrations that provide guidance on program delivery.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed ACE program activities are linked to the research-based strategies described on page 21 and are designed to impact the stated program objectives. **Academic Support Activities:**

Power Hour/Homework Help: Students will work on homework for at least one hour daily in a safe, quiet, allocated space, with support from staff and volunteers. Research shows that a daily habit of homework completion has a positive impact on student grades (Schinke, Columbia University, 2000).

Project Learn: High-yield learning activities (HYLAs): HYLAs will provide students an opportunity to apply what they learn in the classroom in fun and engaging ways. HYLAs are intentionally designed to provide students with hands-on, interactive activities linked to specific academic skills. School day teachers will provide input on skills to integrate.

Tutoring: Students who are struggling in core subjects, including English Language Learners (ELLs), will receive additional support through small-group and one-on-one tutoring by certified teachers.

Targeted Literacy Activities: Students who need targeted literacy support will use *BookNook*, a hybrid literacy platform which offers easy-to-use tools to provide powerful in-person reading instruction in fluency, vocabulary, and comprehension that is individualized, adaptive, engaging, and most importantly, effective. Within the BookNook platform, students will access a library of algorithmically-recommended custom texts using the Fountas & Pinnell grade-level benchmarking standards that ensure students are paired with the right instructional content. Results of a 2017 summer program implemented at five BGCGH Clubs showed that on average, students improved 1.5 months in reading skills using BookNook. Students will also participate in the *Fire Up!* (Fun In Reading Everyday) Up! Program which focuses on guided (with a trained adult) one-on-one and small group reading; literacy games; and activities to build students' phonemic awareness, phonics skills, reading fluency, vocabulary, and text comprehension.

Summer Brain Gain: Students will participate in BGC's research- and evidence-based summer program Brain Gain, which consists of a series of 18 hands-on, project-based learning modules that provide real-world experiences and promote the voices of youth. Exercises involve academic subjects (reading, writing, math, and STEM), the arts, social-emotional learning, and team-building. The Summer Brain Gain program will be further enhanced through a week-long NASA "Astro Camp", where students will attend a field trip to the NASA Johnson Space Center to engage with astronauts and other NASA professionals. A multiple-year evaluation of Summer Brain Gain was completed in 2015 showed that participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading (Scuella, M. and Wilkens, D., 2015).

DIY STEM: Students will participate in the DIY STEM program consisting of a series of project-based learning modules covering Energy and Electricity, Engineering Design, Food Chemistry, Aeronautics, and Robotics. Coding programs will engage students in basic concepts and direct experience in learning programming languages and building animations, web games, and mobile apps. Robo Tech will engage students in collaboratively building and engineering a robot using Lego Mindstorms kits. Building Blocks will enable students to explore engineering and design concepts through tablet-based activities with a theme of "improving your community through design." Digitally animated tutorials will guide students in developing skills in web design, graphic design, digital photography, music making and movie making.

Positive Behavioral Support Activities: Service learning: Students will be motivated and inspired to take leadership roles and learn valuable communication and project management skills through service learning projects. Students will be guided through a process in appreciative inquiry to identify a problem in their community and then work together to develop an action plan and lead the project forward using tools and resources provided by the ACE program. A number of researchers, Eyler & Giles (1999), Astin et al. (2000), and Eyler et al. (2001) have documented the benefits of service-learning to student learning outcomes and has been shown to contribute to student personal and social development.

Positive Action: Students will receive age-appropriate series of interactive lessons that empower students to identify and choose actions that help them achieve their goals and be responsible community members. Positive Action is an evidence-based SEL program that increases student engagement in learning and develops positive behavioral skills.

Triple Play: Students will participate in the Triple Play program which features three components: 1) Healthy Habits engages youth in nutrition education and cooking activities. 2) Fitness Challenges engage youth in fun, non-competitive fitness games and tournaments. 3) Social Recreation helps youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together. An evaluation of Triple Play conducted by Youth Development Strategies, Inc., found that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than Club youth not participating in Triple Play.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Project Director will work with the District Community Relations Liaison, in conjunction with other campus staff, to disseminate information about the ACE center to parents and stakeholders using several online and traditional communications strategies. The Project Director will also hold formal meetings with each District three times per year to discuss program operations and performance-related issues. The information that will be disseminated to the school community will include, but not be limited to: program offerings and benefits, hours, location, explanation of center policies and procedures, safety procedures, family educational activities, BGC's Parent University schedule and offerings, parent and volunteer involvement opportunities, and other program requirements. As the school district is moving towards paperless communications, ACE program staff will create digital flyers and informational materials to facilitate effective communications. To ensure that information about the ACE centers is understood and accessible to all, the Family Engagement Specialist and other bilingual staff will assist in translating all communications and program materials into Spanish and/or other languages.

Campus-level Communications: The ACE program information will be disseminated using the District's parent portal messaging system; phone message call-out systems; notices in campus e-newsletters; postings on the District website and social media accounts; Texas ACE Program newsletters; monthly District and campus calendars; articles in local neighborhood newspapers; and postings on the electronic marquee at each campus site. The ACE centers will be properly marked with signage containing program hours and contact information. Site Coordinators will also disseminate information by hosting parent registration events and through community outreach efforts, these include: visiting schools, social service offices, churches, and other partnering entities located near the center; and hosting family/community information events. Site coordinators will also participate in new parent meetings and new student tours to provide information as well. School Principals and Family Engagement Specialists will disseminate information during PTA meetings, Back to School Nights, Open House Nights, Curriculum Nights, Parent Coffees, and during school assemblies. As students are enrolled in the ACE programs, they will be added to the BGCGH listserv where they will receive regular program information.

Targeted Outreach: To ensure that the ACE program serves students with the highest needs, the Site Coordinators will work with teachers to recruit at-risk students, as identified by student performance data, through targeted parent outreach. Program staff will send correspondence home that explains the program and how their child can become involved. Should a parent fail to respond to the original recruitment correspondence, or struggle with literacy themselves, program staff will conduct follow up phone calls to ensure parents are made aware of the program. As a part of this outreach, parents are encouraged to visit the campus to learn about the program.

Parent Round Tables: BGCGH will host 'Parent Roundtables' two times per year at each ACE center to solicit parent feedback around program impact, student participation, and program activities. ACE center bilingual program staff will help translate to ensure Spanish-speaking parents are able to participate in the discussions. The Parent Round Tables provide valuable insight and help BGCGH leadership identify areas for improvement.

Advisory Council Meetings: Upon notification of an award, the Program Director will organize quarterly Advisory Committee meetings and will be responsible for sign-in sheets, agendas, and minutes, which will be made available to the public. The Committee will provide ongoing advice on programmatic improvements, proposed budget modifications, and sustainability efforts as well as hands-on involvement in enrichment and other activities.

BGCGH Communications: BGCGH is a recognized brand in the Houston area. Our greatest asset for communication and information dissemination is the youth we serve and our alumni. Here's a testimonial from Chelsea, B. (9th grade) a participant of our stand-alone Spring Branch Club site: *"I really enjoy helping the younger members during Power Hour. Being here and helping out keeps me out of trouble."* This helps us to reach the community through our website and social media channels, where we routinely share program information, annual and impact reports, and public notices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation Needs: As part of the needs assessment, BGCGH together with SBISD determined that Spring Oaks MS, Westview EL, and Spring Branch EL will require bus transportation to travel safely to and from the ACE center and home. Woodview EL is a neighborhood campus, and as such, the large majority of students walk to and from the ACE center and home. The attendance area of Treasure Forest EL is .5 – 2 miles, therefore the majority of students will be picked up by a pre-approved guardian or parent at the end of the program, and a small percentage will walk home.

Transportation Safety Protocols: Students entering the program will be required to complete daily sign-in rosters and check-in (show program badge) to confirm attendance. BGCGH staff wear uniforms to demonstrate clear staff presence. Only pre-approved persons with a photo identification may pick up a student from the program. This process is instituted to ensure that an appropriate person is working with program participants. Each time a student is picked up they must be signed out following verification of approval. Students who ride school buses at the end of programming will be monitored through a roster and sign-out system with the bus drivers and district transportation departments. The busses are in compliance with laws and regulations covering safety and will be overseen by the district's transportation director. Signs are posted to direct traffic during the arrival and departure of students. Staff patrol the grounds during these times to assure that vehicles do not enter the designated arrival/ departure areas. Walkers will be dismissed by a staff member. Walking safety guidelines will be shared with students and families, and additional precautions will ensure that walkers leave before dark in groups with staff supervision.

The ACE center serving Treasure Forest EL students will be housed at the Women's Home facility, located within close walking distance from the school campus (approx. 5 minute walk). Program staff will follow the standard check-in and sign-out procedures described above and will walk students from the campus to the ACE center following BGCGH's Safe Passages Policy. Program staff will take attendance at the school campus and walk the students over to the ACE center following a 1:20 adult-to-student ratio, using an established sidewalk or safe route to and from the center.

Safe Accessible Facilities: Student safety is of paramount importance for BGCGH. Spring Oaks MS, Woodview EL, and Westwood EL Schools in partnership with Spring Branch ISD will each house an ACE center at their respective campuses. These school campuses are secured to ensure that only authorized staff, families and volunteers may enter. All proposed ACE center facilities, including the Women's Home facility, are in compliance with ADA and all state and federal safety and accessibility requirements. BGCGH is also in the process of securing a child care licensing waiver to be in compliance with relevant rules and regulations. The proposed ACE centers will follow state standards for staffing ratios and child safety and includes required child safety training courses. Staff are trained in First Aid, CPR and child safety and all campus safety policies and procedures including tornado, fire and lockdown drills, incident/accident reporting, handling campus emergencies and Internet safety. All BGCGH staff receive are mandated to report child abuse to proper authorities.

BGCGH conducts pre-employment background checks on all employees, contractors, and volunteers who work with children directly and indirectly. This includes criminal background record check, social security trace, FBI fingerprint-based criminal history check, National Sex Offender Public Registry and state public sex offender registry searches.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCGH enlists the help of hundreds of volunteers annually who play a vital role in the success of our programs. Volunteers can have a tremendously positive impact on youth and can also supplement staff, helping increase 1:1 time with caring adults and serve as role models. At the proposed ACE centers, BGCGH will offer several volunteer roles, including:

- Tutors: Assisting students with tutoring, homework help, and language practice.
- Mentors: Providing on-going mentoring opportunities to youth.
- Chaperones: Assisting program staff during field trips.

We expect that each ACE center site will recruit volunteers based on their staffing and programmatic needs, but in general, BGCGH seeks to engage retired teachers and district teachers who have the experience and qualifications in education and youth development to provide academic support during the afterschool hours and summer months. BGCGH also recruits senior volunteers as they offer young people a unique life perspective in addition to particular skills, often in the areas of read-alouds and other literacy-promoting activities. Volunteers help young people understand that they are valued and deserving of caring adult support.

BGCGH publicizes volunteer opportunities on its website and social media sites. We regularly benefit from volunteers from our many corporate supporters. As we seek new strategic alliances, program and event sponsors, we make sure companies know about volunteer opportunities, and seek those businesses with a commitment to assist local youth, and who can help raise awareness as well as funds. Site Coordinators will post volunteer opportunities, as needed, at local senior centers and community centers to give local seniors the opportunity to volunteer. They are passionate about the organization and serve also as a champion for our youth.

Those seeking to become a program volunteer must complete an online Volunteer Application: employer information; character references; physical limitations; volunteering experience; languages; special skills and interests; mode of transportation; preferred times and the time commitment that can be made by the volunteer. Site Coordinators will select volunteers based on their educational qualifications (bachelor's degree preferred) and experience working with youth and/or out-of-school time settings, and pair volunteers according to their interest and the ACE center's need.

A criminal background check and fingerprinting is required and remains on file for one year; once their background check has been cleared, they are then required to attend volunteer orientation and training before they begin interacting with youth.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To sustain the ACE programs beyond the grant period, BGCGH together with the school district have developed a preliminary sustainability plan focused on: 1) strengthening community partnerships, 2) securing private funding to offset program costs, and 3) coordinating local resources to supplement existing programs and services, as described under Statutory Requirement 10. BGCGH strongly believes that community-wide engagement is critical to the success and growth of an out-of-school-time program. As such, the sustainability plan will be refined and implemented by the Community Advisory Council. The make-up of the Advisory Council will be as follows: Project Director, BGCGH Vice President of Program Services & Club Operations, District Superintendent, School Principals, teachers, Site Coordinators, parents, students and community partners, including - Communities in Schools, Family Services, Spring Branch Community Health Center, Spring Branch Family Development Center, Therapy Connections, WIC, Family Houston, and Spring Spirit. The Advisory Councils will meet quarterly to discuss and provide feedback on the ACE center's adherence to the center-level logic model, program performance towards district-aligned objectives, long-term sustainability plan, and review the effective use of TEA resources.

The Advisory Council will form a task force focused on achieving the following sustainability benchmarks:

- Year 1: Meet quarterly to refine the sustainability plan, assign roles and tasks, and to complete a prospect list within six months after the grant award composed of community foundations, individual donors, and local businesses.
- Year 2: Cultivate five prospects and host at least three site visits per program year for key prospects.
- Year 3: Meet bi-monthly to recruit at least five new community partners to supplement program activities and for the Advisory Council membership.

The Advisory Councils count on the support from SBISD's Board of Trustees, as demonstrated by a **Signed Letter of Support for Local Sustainability** (thereby meeting 5 priority points). In the letter, the Board of Trustees have agreed to assign a board member or designee to participate in the monthly Advisory Council meetings to ensure progress is being made to develop and implement a long-term sustainability plan. The Board of Trustees will play an important role in providing access to their networks to help strengthen community partnerships and secure private funding for the ACE program. BGCGH's Development Team will also coordinate fundraising activities with the district's Community Relations and Grants Departments to secure support from private donors and local businesses. Each district's Community Relations and Grants Departments will work to coordinate resources from public and private agencies on local, state, and national levels during and after the grant period. BGCGH expects that the positive evaluation results from the program will be leveraged to attract sustainable funding.

BGCGH will also work to transfer the knowledge and skills staff gain from professional development paid by the grant to school staff. As such, BGCGH will make professional training opportunities available to teachers and volunteers throughout the life of the grant period. The ACE center will provide supplies and materials that will continue to be used beyond the life of the grant, such as the STEM DIY kits and Positive Action curriculum.

BGCGH has a proven track record of sustaining Texas ACE programs beyond grant funding. Since 2015, BGCGH has played an instrumental role in helping Spring Branch ISD's Buffalo Creek EL and Houseman EL ACE center sites (Cycle 7) develop and implement a multi-tiered sustainability plan, which consisted in securing funding from a government workforce subsidy program as well as a robust fundraising effort led by our Corporate Sponsorship team. Moreover, BGCGH is consistently recognized for its efficient use of financial resources. A dynamic, growing, and financially-healthy non-profit, BGCGH currently funds most of its current \$5.7M budget through a diverse funding base of government, corporate and foundation giving, and strong community support. BGCGH is also a Better Business Bureau Accredited Charity and has earned a Charity Navigator 4-star rating. The organization has an operating reserve of nearly \$1 million and the BGCGH Foundation Endowment is currently valued at \$4.5 million. BGCGH is governed by a non-paid, policy-making Board of Directors whose members are engaged and committed to the kids that we serve: 100% of the Board contributes financially to the organization, and 100% give generously of their time, expertise and dedication to BGCGH's goals for the community's youth.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As part of the planning process, BGCGH together with SBISD's Office of the Superintendent discussed potential opportunities to coordinate federal, state and local programs. Each targeted campus designates federal Title I funds to undertake programming designed to improve academic achievement. In most cases, these funds can support afterschool programs and/or support services. As part of this application, each campus will make its CIS case worker available for ACE center participants. These services will be coordinated with those offered by BGCGH to prevent duplication of efforts and maximize program effectiveness. Title I funds that target specific high-risk populations, such as SEL and ELL students, will be utilized to supplement (not supplant) the daily ACE center program offerings for youth and thereby help make effective use of public resources which have shared goals.

BGCGH takes a strategic approach to local partner recruitment, where BGCGH leadership utilizes its organizational logic model to identify potential partners who can fill programmatic needs and accelerate areas for growth. As part of this application, BGCGH will collaborate with the following local community partners to supplement the proposed programs:

- Communities in Schools: Provides onsite case management and direct social services to club members and their families at select sites.
- NASA: Provides intensive STEAM education during summer program; staff training, staff support, academic supplies; and field trips to NASA Johnson Space Center to engage with astronauts and other NASA professionals.
- Houston Food Bank: Provides back pack buddies, pantry, cooking classes, Share Your Holidays and Kid's Café daily food service.
- The Children's Museum: Provides programs and experiential learning to youth at the Children's Museum.
- Lemonade Day Houston: Provides opportunities for club youth to explore and learn about entrepreneurial concepts through creating and running a personal lemonade stand.
- Spring Spirit: Provides baseball and soccer programs, clinics and sports activities to Clubs in the Spring Branch area.
- Crime Stoppers: Provides safety presentations and training opportunities to youth.
- The Astro Foundation: Supports BGCGH's baseball initiative.
- Boys Scouts/Girl Scouts: Support young people in their physical, mental and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills.

The Family Engagement Specialist will also conduct a community asset inventory to ensure that parents/caregivers are connected to the adult education programs available in their communities, such as at the Women's Home, local libraries, and more, which provide ESL and GED classes. Families will also be referred to sources of workforce training and basic needs assistance. Our Family Engagement Specialist will look for opportunities to coordinate and leverage SBISD's comprehensive parent engagement strategy with our planned family engagement activities.

The proposed ACE centers represent a coordinated effort between BGCGH and SBISD. BGCGH operates a stand-alone Club building within a 10-mile radius of centers that are not accessible for students at targeted campuses. By operating the ACE centers at each campus site or a nearby facility, we will be able to leverage local campus resources – such as computer labs, gymnasiums, cafeterias, multi-media rooms - achieving important cost savings that ultimately allowing us to serve, and benefit, more children.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Spring Oaks Middle School 2150 Shadowdale Houston, TX 77043		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101920046				
	Cost per student	\$800.65				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		40	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	The Women's Home 1905 Jacquelyn Rd Houston, YX 77006		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	N/A				
	Cost per student	\$824.46				
	"Regular" student target (to be served 45 days or more annually):	115	Parent/legal guardian target (in proportion with student target):		46	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	Treasure Forest EL	N/A		N/A	
	9-digit campus ID number	101920125				
Estimated transportation time	5 min (walking)					
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Woodview Elementary School 9749 Cedardale Drive Houston, Texas 77055		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101920117				
	Cost per student	\$833.19				
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		44	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Spring Branch Elementary School 1700 Campbell Rd. Houston, TX 77080		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	101920114				
Cost per student	\$833.19				
"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		44	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		N/A		N/A	
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Westwood Elementary School 10595 Hammerly Blvd. Houston, TX 77043		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	101920116				
Cost per student	\$833.19				
"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		44	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		N/A		N/A	
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Center 7		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		N/A	<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
		9-digit campus ID number:			
		Cost per student	\$		
		"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	Feeder school #2	Feeder school #3
		Campus name			
		9-digit campus ID number			
		Estimated transportation time			

Center 8		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		N/A	<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
		9-digit campus ID number:			
		Cost per student	\$		
		"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	Feeder school #2	Feeder school #3
		Campus name			
		9-digit campus ID number			
		Estimated transportation time			

Center 9		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		N/A	<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
		9-digit campus ID number:			
		Cost per student	\$		
		"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	Feeder school #2	Feeder school #3
		Campus name			
		9-digit campus ID number			
		Estimated transportation time			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number						
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grantee-Level Management Plan: BGCGH has more than 20 years of experience fulfilling the requirements of large grant-funded projects, adhering to all guidelines, and meeting all reporting deadlines. BGCGH has the infrastructure in place to meet the operational and fiscal needs of managing the proposed Texas ACE program, including a segregated funding accounting system, timesheet system, policies and procedures, and internal controls and segregation of duties. To meet program objectives, we have budgeted for a full-time Project Director (PD), who will oversee program implementation, continuous improvement, and sustainability of the proposed ACE centers. The PD will supervise, monitor and support the work of the Site Coordinators and Family Engagement Specialist and will meet with Site Coordinators bi-weekly (on-site) at each center to review operations and progress towards project objectives, as well as assist Site Coordinators in resolving operational challenges. District-level coordination and communication will be led by the Project Director, who will be the liaison for SBISD Community Relations and Grants Departments, as well as the Advisory Council. The PD will also be responsible for maintaining and expanding community partnerships to benefit students and families. We have budgeted for a part-time Family Engagement Specialist who will implement all parent engagement strategies tied to objective 5, will report directly to the Project Director.

Executive oversight of the ACE programs will be provided in-kind by BGCGH's VP of Program Services & Operations Zena Campbell, who brings more than 10 years of experience in afterschool program management, evaluation and youth development expertise. Ms. Campbell will directly supervise the Project Director and will lead planning and ongoing training for staff to ensure best practices for out-of-school youth development, parent engagement and evaluation are utilized. Program review and assessment for continuous improvement will take place during weekly meetings between the Project Director and senior BGCGH leadership, providing one of several feedback loops where program improvements can be made rapidly and effectively to further project objectives.

Center-Level Operations: At the center-level, we have budgeted for a full-time Site Coordinator at each Center to implement the academic and social-emotional support activities and oversee the trained Youth Development Specialists (YDS) who will work directly with students. Site Coordinators will oversee partners and volunteers working in the Centers, and attend school day meetings and trainings, and work closely with school-day staff, including the certified teachers leading tutoring activities at each Center. A part-time Membership Coordinator (MC) at each Center will provide enrichment support, data management and registration assistance, and will coordinate parent engagement activities working with the Family Engagement Specialist. A total of 4 teachers will provide tutoring support for one hour each day at each site. We have budgeted for the following instructional staffing structures to implement the academic and SEL activities tied to objectives 1-4, and to also meet the required adult-to-student ratios of 1:20.

- Spring Branch EL: Budgeted 5 YDS positions and 1 MC position to serve 110 students (1:18 ratio).
- Spring Oaks MS: Budgeted 4 YDS positions and 1 MC position to serve 100 students (1:20 ratio).
- Treasure Forest EL: Budgeted 5 YDS positions and 1 MC position to serve 115 students (1:19 ratio).
- Woodview EL: Budgeted 5 YDS positions and 1 MC position to serve 110 students (1:18 ratio).
- Westwood EL: Budgeted 5 YDS positions and 1 MC position to serve 110 students (1:18 ratio).

We have also budgeted an average of \$4,800 for each site to equip the ACE centers with the necessary supplies and materials to implement the proposed academic and SEL activities, including Book Nooks (\$2,000 per site), Positive Action curricula (\$120), STEM DIY kits (\$500), enrichment supplies (\$1,676). Each site includes a budget for field trips (\$1,000) and family engagement activities (\$500) to facilitate monthly family night events. BGCGH has negotiated the program evaluation to be conducted by a third-party evaluator at the rate of \$2,000 per site. All transportation costs will be provided in-kind by SBISD, as well as facility space to operate the centers, allowing us to use and leverage existing computer labs, school libraries, media centers, cafeterias, fine arts classrooms, and gymnasiums during the afterschool programs. BGCGH's non-profit partner, The Women's Center, will offer its facility in-kind year-round for the ACE center serving Treasure Forest EL.

Professional Development: BGCGH places a high priority on professional development for ACE center staff, as is documented in Schedule 16: SR4. We have budgeted for the Project Director to attend two state director's meetings and a national Out Of School Time Conference. The Project Director and Family Engagement Specialist or Site Coordinator will also plan to attend two regional ACE meetings or training events (depending on subject), and the Site Coordinators will plan to attend two regional trainings in the fall and spring.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 30113257601

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCGH is committed to providing ACE center students and families with effective, high-quality services, and rigorous program evaluation is an essential component of our approach. Upon grant funding, BGCGH will contract with Working Partner LLC, a third-party independent evaluator, who will perform formative and summative assessments of our ACE programs with rigor and under the ethical codes established by the American Evaluation Association (AEA).

Evaluation Components and Key Evaluation Questions. The evaluation of the ACE program will include a formative and summative evaluation component. The formative evaluation will focus on describing and assessing the nature of the ACE program and the extent to which the programs are implemented effectively. The results will allow for the identification of areas for improvement and the implementation of changes throughout the duration of the grant project. Evaluation questions for the formative component of the evaluation include: 1) Are ACE program strategies implemented effectively and in the way intended? 2) Are participating students engaged in the ACE programs? Do ACE program staff feel prepared to implement the programs?

Data for the formative evaluation will be collected three times a year: Before program start, at each mid-year and upon conclusion of the program in the Spring. The evaluation will measure program outputs, including site operations, students served, and staff training. Data sources used to inform the evaluation include: administrative records (e.g. program enrollment and attendance data); student performance measures (e.g. reading level and report cards, which offer discipline assessment, grades, and on-time advancement to next grade level; and BookNook performance assessments); student surveys regarding perceptions of their engagement with school, academic success and their ability to be successful; staff survey regarding their training and preparation in implementing the program; and parent surveys (English and Spanish) regarding their perceptions of their children's behavior and the impact of the ACE program on their child and their ability to support their child's education; and two onsite-visit observations at each site. At the mid-year, an interim evaluation report with the results of the evaluation to date will also provide recommendations for any program improvements. This report will be shared with the PD and VP of Program Services & Operations who will lead the process for continuous improvement as described in PR2, Schedule #17. In addition, the Youth Program Quality Intervention (YPQI) system will be utilized for monitoring program operations and quality on a quarterly basis. In advance of the program start, staff will receive training on data collection using BGCGH's web-based data tracking system COMET®, and the utilization of the YPQI system to ensure quality data.

The summative evaluation will examine the effectiveness of program strategies and provide a composite picture of the impact of the program, based on the objective performance measures previously mentioned in SR3, Schedule #16. Evaluation questions, and related measures and indicators, will guide the summative evaluation component in examining whether youth who participate in the ACE Program: 1) See meaningful improvements in their academic performance (including improved attendance, improved grades, improved STAAR assessment score, appropriate reading level, and positive attitude toward school). 2) Exhibit improved behavior, social skills, and interactions with teachers and their peers (including improved conduct in school, fewer discipline referrals). 3) Have an improved sense of belonging, safety, self-efficacy, and encouragement from family members. 4) Parents will have an improved understanding of how to support their child's learning at home.

Quantitative and qualitative data will be used to answer the summative evaluation questions, including: administrative records; student performance measures; and student, teacher and parent surveys, as described above. *Wherever possible, validated survey tools developed by the Texas ACE will be utilized.* SBISD will provide de-identified data for all students in each school, including: student demographics, absences (days of school missed), report card grades, discipline referrals, and on-time advancement to the next grade level. Student data will be organized into students who participate in the ACE program and students who do not participate in the program. The latter group will be treated as a nonequivalent comparison group to determine if there are differences in outcomes. The site data will be collected by the Membership Coordinator. A summative evaluation report will be submitted at the end of each year and the PD and Advisory Council will review outcome reports and metrics to advise BGCGH on program improvement and on methods of communicating findings to the larger community. To communicate findings of the programs with the broader school population, BGCGH will place notices in school newsletters, on school websites, in the BGCGH newsletter and outcome reports, and on BGCGH's website and Facebook page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 30113257601

Amendment number (for amendments only): N/A

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Lack of social-emotional awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Staff development around key competencies			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 30113257601		Amendment number (for amendments only): N/A	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u> . Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: